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**EDUCATIONAL ESSAYS BY THE  
CHANCELLOR, BISHOP W. A. CANDLER**

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# **EDUCATIONAL ESSAYS**

**BY**

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## I.

### SHALL SOUTHERN CIVILIZATION BECOME AN EXTINCT TYPE?

A brilliant young teacher, who was doing some special work during the summer term of 1916 at one of the wealthiest universities of the north, wrote me as follows:

"You will be interested in the following figures taken from the official directory of the students attending the Summer Session of this university. The total enrollment is 8,033. Of this number Georgia furnishes 268. There are only four States that show a larger enrollment here than Georgia. Georgia furnishes sixteen per cent. of the Southern enrollment, and nearly half as many students as all New England. These students from Georgia will spend during this summer term alone more than \$50,000, of which amount over \$10,000 will go for traveling expenses. If they could get equal advantages in Atlanta, they would save \$25,000."

These statements of facts should arrest the attention of every patriotic Georgian. They show what it costs our State to be so far behind other States in the matter of higher education.

It should be borne in mind that the figures are for one Northern university alone. There are at least three other such institutions to which Georgia students went during the past summer in equal numbers.

Georgia students expended probably not less than \$200,000 during the summer of 1916 and not less in 1917, in attendance upon Northern Universities. This is a considerable drain on the financial resources of the State.

Students from other Southern States expended at Northern universities not less than did those from Georgia. Much Southern money finds its way quickly to the North, through Federal pensions, insurance companies, etc. But why incur this additional loss?

But the loss in money is not the greatest loss. A far more serious matter is that we are consenting for others to educate many of the most gifted youth of the State. It is humiliating to contemplate. Can we preserve the characteristic excellencies of our own civilization without maintaining our own educational institutions and making them equal to the best in the land?

Do our people comprehend what a leavening influence issues from a great university, and what power it possesses for coloring thought and changing social and political institutions?

The nations of Europe understand this matter far better than do our people. They know by centuries of experience what consequences flow from great educational establishments. Germany especially has demonstrated the far-reaching influence of universities.

After the battle of Jena, Germany set about healing the political bruises and military wounds inflicted upon her, in that disastrous defeat, by founding the University of Berlin in 1810. M. Ernest Lavisse has related most interestingly the story of its foundation. He says the King of Prussia, Frederick William, declared as the reason for its establishment: "It is necessary that the State supply by its intellectual forces the physical powers which it has lost." The great Schleirmacher supported the project enthusiastically and most clearly forecast its future.

He said: "When that scientific organization is founded, it will have no equal. Thanks to its interior force, it will exercise its benevolent rule to the borders of the Prussian monarchy. Berlin will become the center of the entire intellectual activity of Northern and Protestant Germany, and a solid foundation will be prepared for the accomplishment of the mission assigned to the Prussian government." His words were most accurately fulfilled. The University of Berlin more than any other one thing united and invigorated the new Germany with which Napoleon III had to settle in 1870. And that force is militant and powerful to-day.

Think of the proposition! To elevate the Kingdom of Prussia and unify the German Empire by establishing a school! Our "practical men" would laugh at such an idea: but the more practical German authorities knew what they were doing. The event has justified the wisdom of their far-sighted proposal. Berlin has become the scientific and political center of the German people. With its great University it is the very heart of the national life, and its influence is felt throughout the world. Our own educational institutions have not escaped the influence of the University of Berlin.

Again after the overwhelming defeat of Napoleon III in 1870 by the unified and renovated German nation, Bismarck undertook the Germanizing of Alsace-Lorraine by completely reconstructing the University of Strasbourg.

We thus see that both to retrieve a defeat and to confirm a victory long-headed Germany established a new educational plant. And in both instances she has not been disappointed in the outcome.

The power displayed by Germany in the present war in Europe is largely derived from its universities, especially the University of Berlin. This war has been a scientific and chemical war, and the German universities have had much to do with it.

It is time the Southern people understood the worth of educational institutions. There is not yet in the South a really great university, and we suffer both at home and abroad on this account. Many of our strongest educators are drawn away from us into Northern institutions of learning. There is scarcely a Northern institution, of the first magnitude, which has not drawn to it some of the South's most capable educators. A few may be mentioned. Georgia lost to the University of California the LeConte brothers and W. A. Keener to Harvard University. South Carolina lost Charles Forster Smith to the University of Wisconsin, where that distinguished scholar now fills the chair of Greek. Virginia lost Dr. Thomas Price from Randolph-Macon College to Columbia University, and Dr. Dodd to Chicago University. Many others might be mentioned, if space allowed.

Educationally, the South is somewhat like Israel was with respect to agriculture in the times of King Saul: "Now there was no smith found throughout all the land of Israel for the Philistines said 'Lest the Hebrews make them swords and spears.' But all the Israelites went down to the Philistines and sharpened every man his share and his coulter, and his axe, and his mattock." (I Samuel xiii: 19 and 20). Can our section afford to occupy longer a position so dependent and humiliating?

Our lack of great institutions of learning must cause the educated people of other lands to deprecate the South. They must regard us an inferior people when they observe no really great university in all our section, and thousands of our youth flocking to other sections for the highest educational advantages.

It is time for our business men, who have any of the qualities of statesmanship about them, to take hold of this matter with strong and generous hands and remedy it. The endowment of one university in New York exceeds the endowments of all the institutions of learning throughout the entire South. This ought not to be so, and will not be so, if our strongest business men will determine that the case shall no longer continue as it now is.

The South needs most of all a great college for teaching teachers, such as the Teachers' Colleges connected with Har-

vard, Columbia and Chicago Universities. As the case now stands we are paying the cost of our common schools and high schools, while Northern institutions, by teaching our teachers, are determining what is taught in these schools, and how it is taught. If the Northern people desired to change the type of Southern life and conform it to the type of their own civilization, they could not find a better way to accomplish the result. If Southern people wished their civilization Northernized they could not adopt a policy which would more surely accomplish the result.

The Romans conquered Greece with arms, but subsequently Roman students flocked to Greece for education and Rome was Grecianized. Grecian literature, Grecian philosophy, and Grecian religion transformed the type of Roman civilization. A similar result will come to pass in the South if our students flock to other sections for education. Do we wish our civilization changed to some other type than that which we have inherited from noble sires? Is the type of civilization which has prevailed in the South to become extinct? Would it be best for the South to have it become extinct? Would it be best for the nation that the Southern type of civilization perish from the earth? Would it be best for the world?

## II.

### A CASE WHICH BOTH HONORS AND HUMILIATES THE SOUTH.

The South has given many eminent men to the service of the nation and to the blessing of mankind.

Among the founders of the Republic were Washington, the commander-in-chief of the Armies of the Colonies, and the first president of the United States; Jefferson, the author of the Declaration of Independence; and Madison, "the father of the constitution."

Later the territory of the Republic was extended, from ocean to ocean, through the acquisition of the "Louisiana Purchase," under the administration of Jefferson, and the acquisition of vast regions by the Mexican war under the administration of James K. Polk.

But not the least of the contributions of the South to the welfare of the nation have been made by eminent Southern physicians and surgeons. The names of Crawford Long, Marion Sims, Robert Battey, Walter Reed, Flexnor, Wyethe and Gorgas shine as stars of the first magnitude in the medical firmament.

Now comes another Southern man to render great service to the Republic and to the world. He is a mountain boy from East Tennessee. Dr. Carroll G. Bull, of Sevierville, Tennessee, has discovered a remedy for one of the most terrible infections among wounded soldiers—gas-gangrene.

During the first years of the terrible war, now raging in Europe, the two most destructive diseases were tetanus (lock-jaw) and gas-gangrene. Tetanus was mastered some time ago by the discovery of an anti-toxin applicable to the dreadful malady. But gas-gangrene has continued to make frightful havoc among the wounded, especially those suffering from deep wounds.

The chances for contracting gas-gangrene in Northern France are enormous, the rich soil of that region being fearfully infected with the bacilli which produce the disease. In the trenches the clothing of the soldiers is often covered with the disease-laden mud or soil, which is carried by bullets and fragments of shrapnel into the wounds inflicted in battle. The disease is difficult to handle, because of its very rapid development. A wound in the thigh, which became infected with gas-gangrene, resulted fatally in many

cases in a few hours and in most cases within a very few days. Immediate amputation was the approved treatment in most cases.

But recently Dr. Carroll G. Bull, while working in the laboratories of the Rockefeller Institute in New York, discovered an effective remedy for the dreadful infection. He first tried it out on guinea pigs and then upon human beings with remarkable results. Subsequent use of the remedy has been most satisfactory, it is said. The discovery has been hailed with the utmost enthusiasm, some writers going so far as to say Dr. Bull is the peer of Pasteur. The United States government is so fully convinced of the value and importance of the remedy that Dr. Bull—now Major Bull—has been ordered to France to introduce it into the hospitals of the allies. It has been proved that it will not only cure gas-gangrene, but that it will prevent any attack of the dread disease for at least fourteen days after it is administered. With this remedy and tetanus anti-toxin doctors whose word carries weight declare that our wounded soldiers can be restored to health, unless shot in a vital organ. One can scarcely estimate the thousands of lives that will be saved by the discovery and the invaluable service the discoverer has rendered to his country and the cause of the allies.

Many people have been looking for Mr. Edison to invent some electrical device that would put an end to submarine warfare; but Dr. Bull's discovery will probably save more valuable lives in a month than the submarines could destroy in a year.

But who is Dr. Bull? He is a young man, a little more than thirty years of age, who was born in a log-cabin near Sevierville, and who received his first education in a small, struggling college of the Baptists in East Tennessee, known as "Carson and Newman College." From that school he went to the Peabody Normal College at Nashville, having won a two-year scholarship on a competitive examination. Thereafter by teaching and every sort of honest effort he obtained money to complete his medical education; and now, when no older than thirty-three, he finds himself a famous benefactor of the human race.

Here is an example from which every struggling boy in our land, who has ability and pluck, should draw great encouragement and inspiration. What may not a brave, bright young man, of good habits and high character, not do by patient effort!

But here is an example which should instruct also men and women of means concerning the best use to make of money. The founders and fosterers of the little Baptist college in East Tennessee have, through this mountain lad, made a contribution to the welfare of mankind of immeasurable value. Dr. Bull is reported to have said recently, "I never could have got out of the mountains of East Tennessee, if it had not been for private philanthropy."

Another case, not unlike that of Dr. Bull, is the case of Dr. Walter Reed, who discovered that yellow fever was transmitted by a certain species of the mosquito. By Reed's discovery the Island of Cuba, and all our South Atlantic and Gulf ports have been delivered from a scourge which in former years destroyed multiplied thousands of precious lives, besides costing annually millions of money to the great hurt of the commercial world.

Without Reed's discovery the Panama canal could not have been constructed. The plague of yellow fever, which slew laborers on the canal faster than they could be brought to the work, defeated the efforts of the famous French engineer, DeLesseps, to build the great isthmian waterway. With Reed's discovery, Dr. Gorgas, sanitized the Canal Zone, cleared it of yellow fever, and made possible the success of General Goethals, where DeLesseps failed.

And who was Reed? The son of a preacher, who put all the money he could save from the poor salary of a preacher into the education of his noble son. What a benefactor of mankind was that poor wise man! Of him more truly than of any other man may it be said: "He built the Panama Canal."

Investments in the minds and souls of men pay larger and more enduring dividends than do any other investments. The most imperishable monument a man can ever erect for himself is one made of an ennobled and enlightened human being.

Fifteen hundred years and more before Christ, the Pharaohs of Egypt were building the pyramids to perpetuate their memories. But an Egyptian princess found a Hebrew baby in a basket of bulrushes on the banks of the Nile. To the outcast Hebrew boy she gave the name of Moses, and by her efforts he was nurtured and educated until he was "learned in all the wisdom of the Egyptians."

When Napoleon drew up his grand army under the shadow of the pyramids he addressed them, saying, "Soldiers of France, the light of forty centuries falls down upon

you here." But when the pyramids have crumbled into indistinguishable dust the light of the Mosaic Sabbath and the Mosaic law will be falling down in blessed effulgence upon the world; and by so much as the work of Moses is more imperishable than the stones of the pyramids is the monument of the Egyptian princess more enduring than all the splendid memorials of the Pharaohs. She made her monument out of a Hebrew boy.

Why will not the world learn that the only lasting good men can do is that which is done on human hearts and human minds? In human souls only can indestructible monuments be raised.

How vain and futile are the costly sepulchres in our cemeteries! The names inscribed on them are soon effaced by the passing years, and even before they become illegible the passerby who reads them, can not recall anything specially worthy to be remembered concerning the men and women who sleep beneath them.

But money invested in educational institutions in which strong souls are prepared for high service, assures a monument visible across a continent and as imperishable as immortality.

Why should not men and women in Atlanta and Georgia and the South unite to make in this city an institution for research that will further learning and extend opportunities to the poor, bright young men of our section?

The little Baptist college in East Tennessee started Dr. Bull on his high career. But he could not find a laboratory this side of New York for the research work through which came the discovery of his invaluable remedy for gas-gangrene. Why should this condition of educational destitution continue longer in the South? Why?

The South produces great minds, but they must leave our section to find the advantages which they should have. To New York went Sims and Wyeth and Flexnor, and to New York went Dr. Bull to find a laboratory adequately equipped for his work. If Crawford Long, the first to use anaesthesia in surgery, had left the South his fame would have come sooner and his fortune have been better. Must such be the case with the South always?

### III.

## THE WEALTH OF THE SOUTH AND ITS MOST VALUABLE RESOURCE.

Dean Holmes, of the Pennsylvania State College, has been making a careful computation of facts and figures from which he reaches the conclusion that a college education is worth in money \$20,000. He says that the average non-college graduate earns \$518 a year, while his brother, the college graduate, earns \$1,187. Estimating the working period of a man's life as thirty years, and multiplying the difference between \$518 and \$1,187 by thirty, the result is \$20,070.

The calculation of Dean Holmes is interesting, and while it can not be accepted as perfectly accurate, of course, nevertheless, it does not overestimate the monetary value of education. The stimulating and informing power of intellectual culture naturally and inevitably increases the productive power of a man. Hence the mental development of a young man by his collegiate training increases his earning capacity; he is worth more because he is, by his education, enabled to produce more.

It follows from these facts that the most valuable resources of any people is found in their children, and that the development of human resources must precede the development of all material resources.

New England perceived this obvious truth early in her history, and proceeded to establish and endow colleges, and the policy of providing first of all for the education of her children has enriched her out of all proportion to her material resources. She can not claim superior agricultural resources. In her hills she mines no gold or silver or iron or copper. She is without vast coal deposits, and has no oil wells. Her flocks and herds are inconsiderable; for her pasture lands are restricted and her winters long and severe.

But notwithstanding all these disadvantages, New England has grown rich and is growing richer.

Massachusetts has only about one-seventh the area of Georgia, and her material resources are far inferior to those of Georgia. But the assessed valuation of property in Massachusetts is \$8,214,795,380, or \$2,237 per capita, while the assessed valuation of property in Georgia is \$951,763,472, or \$340 per capita. Why this difference?

Allowance must be made for the effects of the war between the States perhaps. But that war is fifty years and more behind us. With Georgia's superior resources, she ought to have gained on Massachusetts far more in these fifty years.

There may be some difference in the methods employed in ascertaining the assessed valuation of property in Massachusetts and Georgia.

But when every explanation is made that can be justly offered, Georgia is far behind and Massachusetts is far ahead in matter of material possessions. Why?

The main reason is that the people have been educated more generally in Massachusetts than in Georgia.

The colleges and universities of Massachusetts are worth more than all the institutions of higher learning in the entire South, and the census shows that in Massachusetts, which has a population of 3,647,822, the assessed valuation of taxable property is \$8,214,795,380, and that in the States of Virginia, North Carolina, South Carolina, Georgia, Alabama, Florida, Mississippi, Kentucky, Tennessee, Arkansas and Louisiana, there are 21,215,972 inhabitants, and their taxable property is assessed at \$7,612,075,366!

If we were to follow the West Point Railway from Atlanta to the Alabama line, and thence follow the Alabama line northward to the Tennessee line, and thence follow the Tennessee line eastward to a point near Knoxville, and thence follow the Louisville and Nashville Railway back to Atlanta, our starting point, we would enclose an area slightly larger than Massachusetts. But within such a restricted area in Massachusetts are Harvard University, Boston University, Williams College, Tufts College and Amherst College, for men, and all these institutions are rich and growing richer. For our purpose no mention need be made of the technical schools, the strictly theological schools, and the institutions for the higher education of women in Massachusetts, although in these institutions are invested millions of dollars for buildings, grounds, libraries, apparatus and endowments.

These institutions of learning in Massachusetts have developed the people, and her skilled people, with enhanced productive powers, have made the vast wealth of the Bay State.

Such would be the case in Georgia and the entire South if our educational enterprises were as strong and effective as those of Massachusetts.

And in this new era it behooves us to make progress with all speed in order that we may retrieve as soon as possible the injury inflicted upon the state by ignorance. Our material interests imperatively move us to endow and equip our colleges and universities without delay.

But our material interests are not our highest interests, and education yields something nobler and better than the power to make money.

Commenting upon the calculations of Dean Holmes, a leading paper in New York says:

"Averages are not convincing, and such a calculation omits a hundred items which ought to enter into the calculation. For example, what about the minister or teacher or social worker who finds in his college years the inspiration which calls him aside from the scramble for riches, and opens to him a career of service whose worth to the community is by no means measured by the support he receives in cash?

"The earnings of graduates form no standard by which to appraise the work of the colleges. To be sure these institutions teach how to do things for which wages are paid, but that, after all, is the least that they do. The Christian college—and an unchristian college is worse than none at all—makes its most valuable contribution to society by combining with its general and technical instruction the inculcation of principles which are at the foundation of character. Not money-makers but manhood—developed manhood—forms its true product."

These are wise words. Education is valuable not only for what it enables men to DO, but chiefly for what it enables them to BE.

Educated men render services also that are far more valuable than the incomes which they earn for themselves.

Take for example the discovery made by Dr. Walter Reed, in Cuba, that yellow fever is transmitted by a certain species of the mosquito. Without that discovery the Panama canal could not have been constructed; for the ravages of fever would have destroyed the men sent to build it faster than their ranks could have been refilled by other laborers. Such was the insuperable difficulty which made DeLesseps fail in his efforts to build it.

With the discovery of Dr. Reed our South Atlantic and Gulf ports have been rid of the pestilence, and multiplied thousands of valuable and productive lives have been saved.

Who can estimate the immeasurable value of that one discovery! Yet for his labor Dr. Reed received only the meager compensation of an army surgeon.

Alas! what precious lives were lost before Dr. Reed's discovery. They perished for lack of knowledge. What a costly thing is ignorance! It costs more than education.

We are most wasteful of our highest and most valuable resource, when we fail to educate our sons and daughters. Will we wait longer to stop this wild waste?

#### IV.

#### **IN TIMES OF PROSPERITY GOOD LORD DELIVER US!**

The Comptroller of Currency, in a recent speech before the American Bankers' Association, declared the Nation's bank deposits are so huge that, if there should be withdrawn from our banks an amount equal to the combined resources of the Bank of England, the Bank of France, the Bank of Spain, the Bank of the Netherlands, the Bank of Norway, the Bank of Sweden, the National Bank of Switzerland and the Imperial Bank of Japan, our deposits in the United States would still be as great as they were three years ago.

Who can conceive of this vast increase of wealth which has come to the nation during the short space of the last three years? It has been a period which some have called most foolishly "a period of financial depression." If such sudden and immense wealth has come in a "period of depression," what will come to the nation during the next three years?

But great wealth suddenly acquired is always perilous to both individuals and nations. It makes them dizzy with prosperity and dangerous with self-indulgence. Under such conditions men grow vain-glorious, selfish, and sordid. They acquire power which they know not how to use wisely.

The Comptroller of the Currency, therefore, did well when, after stating the staggering volume of the Nation's wealth, he proceeded to speak words of solemn warning to the men who composed the body before him.

He quoted with telling effect the words of the English Litany: "In all times of our adversity, in all times of our prosperity, in the hour of death and in the day of judgment, Good Lord, deliver us." He reminded the bankers of the Nation that the dangers of prosperity are as deadly as those of adversity, death and judgment. He argued that the Nation could fulfill "the loftiest and noblest conceptions of the centuries" only as we "put the souls of people in the use and application of our abounding wealth."

This was not a preacher who was addressing the bankers; it was a man of great ability in the world of finance, and with wide experience in dealing with men and things. His words should challenge the attention of men of the world, to say nothing of Christian men who are involved and imperiled with the possession of increasing wealth. All classes of our people should give heed to what this strong man tells

the financial leaders of the Nation. There is no possible disguising or exaggerating the perilous period of prosperity in which we are living.

Commenting upon this timely address of the Comptroller of the Currency, one of the greatest papers in the South says:

"The test of prosperity is the supreme test in the life both of the individual and the Nation. If adversity has slain its thousands, prosperity has slain its tens of thousands. The peril of America in the hour of her prosperity is vastly more serious than that of Europe in the hour of her adversity. More deadly than the peril of death and judgment is the peril of material prosperity."

"Jesus never seemed so serious as when warning against the peril of wealth. No trickery is so subtle as the trickery of riches. Men are tricked into believing that their wealth is their own. They mistake stewardship for ownership. They mistake tenantry for proprietorship. Mere agents, they imagine that they are proprietors. They ask, shall I not do what I will, with mine own?"

"Wealth tricks men into a false feeling of security. 'Soul, thou hast much goods laid up for many years,' is the cry of the foolish rich. Money tricks men into believing that they can satisfy their souls with material things. 'Take thine ease; eat, drink and be merry,' are the words of the complacent rich. Money eliminates God from life's program and humanity from life's plan. Egotism, sensualism, and commercialism characterize all who trust in their riches. The most deadly peril in the life of any man, therefore, or of any nation, is the hour of material prosperity. And it argues well for our future as a people when men like our Comptroller of the Currency dare to tell us so."

It does "argue well for the future of our people" when men like the Comptroller of the Currency warn us in such wise and solemn words. But such speeches will amount to nothing in the present, or in the future, if our people pay no heed to them.

The men of the South especially need to lay to heart the warnings of this notable address. They have acquired the habit of considering themselves poor, and they have continued to hold this notion long after their poverty has passed away. The South is rich, and growing richer with alarming swiftness. In the matter of wealth our people are rapidly following the people of the North and West, and they can not now be long overtaking them.

But it is the simple truth that the South is far behind other sections in the matter of the benevolent use of wealth. Our prosperity far exceeds our philanthropy.

In the matter of well endowed educational institutions especially we are very far behind.

One university alone in New York has more property than have all the colleges and universities in the South.

Massachusetts has an area of about 8,000 square miles and a population of about 3,600,000. Georgia has an area of about 58,000 square miles and a population of about 2,800,000. Yet Massachusetts alone has more invested in colleges and universities than have all the Southern States.

These facts should stir the soul of every man, woman, and child in the South. These humiliating conditions should be remedied, and that speedily. Our people are able to do it, and they will do it when they are fully aroused upon the subject.

But when will they awaken to the needs of the situation? Will they forever fix their attention upon the making of money, and never learn how to use it to the best purpose?

A few days ago I heard of a Georgian, whom I had not suspected of having an estate exceeding one million of dollars, confessing that he had eight million and did not know what to do with it. He is a member of a Christian church and a gentleman of many charming traits. Why does he not take counsel of Christ about how to use wealth? He is an old man, who must soon stand before the judgment bar of Christ. Then whose will all his wealth be?

How long shall greed of gain and lavish extravagance prevail among our people, while our educational institutions languish.

In these "times of prosperity, Good Lord, deliver us!"

When the men of England, fighting in France, cried to their country for more munitions, there was almost instant response. Even women gave themselves to the work of supplying munitions. Hence the triumphs which soon followed the British forces on the Continent. Will not the women of the South cease to waste in folly the "munitions" required for the religious and educational forces of our section and proceed to help the men who are trying to defend our civilization on the firing line? Will not the Southern men, who give their strength to the making of money give generous support to those who are battling for the very life of our section?

## V.

### WHAT SET THE WORLD AFIRE.

In George Gissing's "Private Papers of Henry Ryecroft" is this rather striking paragraph:

"I hate and fear 'science' because of my conviction that, for a long time to come, if not forever, it will be the remorseless enemy of mankind. I see it destroying all simplicity and gentleness of life, all the beauty of the world; I see it restoring barbarism under the mask of civilization; I see it darkening men's minds and hardening their hearts; I see it bringing a time of vast conflicts, which will pale into insignificance 'the thousand wars of old,' and, as likely as not, will whelm all the laborious advances of mankind in blood-drenched chaos."

Commenting upon it, the editor of *Nature* (London), says:

"We have on several occasions pointed out that it is merely pandering to popular prejudice to make science responsible for German barbarity or for the use of its discoveries in destructive warfare. Chlorin was used as a bleaching agent for much more than a century before the Germans first employed it as a poison gas; chloroform is a daily blessing to suffering humanity, but it is also used for criminal purposes; potassium cyanid may be used as a poison or to extract precious metals from their ores; and so with other scientific knowledge—it can be made a blessing or a means of debasement. The terrible sacrifice of human life which we are now witnessing is a consequence of the fact that the teaching of moral responsibility has not kept pace with the progress of science. As in mediaeval times, all new knowledge was regarded as of diabolical origin, so even now the popular mind is ever ready to accept such views of the influence of science as are expressed in Gissing's work. The pity of it is that the public press does nothing to dispel illusions of this kind by urging that what is wanted is not less scientific knowledge, but a higher sense of human responsibility in the use of the forces discovered."

In this utterance of the editor of *Nature* is a sentence worthy of the most careful consideration by every thoughtful person who desires that the earth should be a safe place in which to live. It is this sentence: "*The terrible sacrifice of human life which we are now witnessing is a consequence of the fact that the teaching of moral responsibility has not kept pace with the progress of science.*"

This statement is the simple truth—an awful truth. Men have become more skillful than virtuous, more powerful than conscientious.

The education which has prevailed in Germany during the last century, and which has been communicated to other nations, has tended constantly in the direction of increasing human power and diminishing the moral life of mankind. On its religious side it has been rationalistic, and has run to skepticism. The religious element in German education having been weakened, the ethical element also has become feeble, until, in shameless unfaithfulness to solemn pledges the most sacred treaties have been denounced by German statesmen as mere "scraps of paper."

The immoral outcome of culture overloaded with physical science and undercharged with moral science was inevitable. Hence we are witnessing a war in which science and savagery are united in the most hideous forms.

The cruel conflicts of barbarians in other ages revealed brute force operating without the restraints of humanity and morality, and, in this dreadful war, scientific power has taken the place of brute force, and the result is just as really barbarous as was ever wrought by painted savages. What worse did the Huns and the Vandals do anywhere than the Germans have done in Belgium?

The President of the United States rightly concludes that with such a power unchecked there will be no safe place for democracy in all the world. And he might go much further, and say nothing will be safe in the world in which science outruns morality.

Science gives men control over the titanic forces of nature, and when these superhuman forces are not used in subjection to the moral law, nothing in the earth is safe—neither democracy nor anything else.

But let us not suppose the Germans are sinners above all who dwell on our planet. They are neither more nor less than human beings, with like passions as other men. They have simply become more scientific than conscientious, and in any land in which the moral and religious element in education is omitted altogether, or falls behind the scientific element, the people will revert to scientific barbarism.

We of the United States are traveling the same road along which German education has led the Teutonic tribes back to barbarism as ruthless as anything recorded in the "Germany" of Tacitus. Such culture will land us at the same end.

The editor of *Nature* is quite right in decrying any disposition to depreciate, or diminish, scientific knowledge. Such a disposition is as futile as it is foolish. Men are going to have scientific knowledge at any cost, and scientific darkness is not the remedy for any of the ills of the modern world.

But men must be as pious as they are powerful, or they will be a peril to both themselves and others.

It is not science, but secularism, which it behooves us to oppose.

The editor of *Nature* deprecates most justly that "the teaching of moral responsibility has not kept pace with the progress of science." But how can a sense of moral responsibility be taught in the absence of religion? To whom are men morally responsible, if the existence of God be denied, or the thought of God be dimmed to the human consciousness! A person can not be responsible to an abstract moral law. Back of the law must be a divine Law-Giver, or the law will be impotent to restrain human passion, or impel men to observe sacred obligations. Any morality that is reliable is the fruit of religion, and we can not have the fruit if we deaden the root.

Here we put our finger upon the deadly disease which has mortally affected German morality. Rationalism has destroyed faith, and religion has become the tool of state-craft. God has been dethroned and the State deified.

In our country, in which a republican form of government exists, the results of rationalism must be the same in substance, though they may take different forms socially and politically.

Rationalism in the modern world, with all its science, means ruthlessness, and the end of ruthlessness is ruin. The modern world is a high-powered world, and it will rush to ruin speedily if it be not controlled by an equally high-powered faith.

The modern man must have a strong religion to save his civilization from the self-destruction in which conscienceless power always ends. Without such a religion he will be both corrupt and cruel, whether he pursue the arts of peace, or engage in the conflict of war.

Our country must have a revival of religion in order to overtake its dangerous progress in science and turn its

scientific advancement into a peaceable and wholesome thing.

The whole world needs a revival of religion. Mankind is eating too freely of the tree of knowledge and partaking too sparingly of the saving fruit of the tree of life. Without more piety it must perish from its own power. Only holiness can save a high-powered world from self-destruction.

## VI.

### PROPOSING TO EXCLUDE GERMAN KULTUR FROM OUR COUNTRY.

From Easton, Pennsylvania, comes this significant press dispatch:

"Plans for the overthrow of German 'kultur' at the end of the war by an inter-allied educational exchange were announced here yesterday by Dr. Lyman Powell, president of Hobart College, and Francois Monod, secretary of the French high commission. Dr. Powell has just returned from France, where he represented the Association of American Colleges in conference for the furtherance of the program.

"In brief, said Dr. Powell, in outlining the plans, the idea is to cut away from the before-the-war habit of sending American young men to the graduate schools and universities of Germany and to abolish the old system of exchange professorships between America and Germany and to substitute a system giving Americans, French and British easy access to the colleges of the three nations."

The proposal to exclude from our country hereafter German kultur is eminently proper and wise. This should be done without the slightest touch of resentment, or anything akin to vindictiveness. It should be done because German kultur has been found dehumanizing and injurious. In so far as its influence has penetrated our country it has been distinctively damaging, especially in the sphere of theology and philosophy. In Germany it has been religiously ruinous, and has resulted in setting the world afire.

With such results flowing from it, why should it not be excluded from our country? It has been tried and the experiment has been disastrous. Why try it further?

In the early days of the Republic our institutions of learning were formed after the type of culture which issued from the British universities, especially those of Oxford and Cambridge. Out of these earliest American institutions came such mighty men as Jefferson, Madison, Marshall and the Adamses. Later issued such statesmen as Calhoun and Webster. The culture of these men was characterized by profound thoughtfulness and all the refinements of classic learning. They were imbued with what is called "the humanities," and the effect upon their minds and hearts was most admirable.

But later the spirit and methods of German universities were imported into a number of the older and stronger institutions of learning in America. Then younger and weaker colleges followed the bad example. Eventually students flocked from the United States to Germany as Roman students flocked to Greece in the days of Cicero. The outcome has been a result far from wholesome.

There are two characteristics of the German type of education that call for condemnation. (1) It tends to magnify the State above God (2) and to put supreme emphasis on those subjects which make a man able to render services of a material sort to the State. Thereby it makes overmuch of science and depreciates the humanities. It is utterly earthbound, and cares little for things higher and holier than earthly things. It unquestionably increases the power of both the individual and the nation, but it begets nothing which supplies high motives for the right exercise of power. Hence, most naturally, and we may say inevitably, it has brought forth a combination of science and savagery, out of which has burst forth the most awful war in the history of mankind.

Defending the classic type of learning against the Teutonized type which has prevailed during the last twenty-five years in America, Senator Henry Cabot Lodge, in an address before the classical conference at Princeton university June, 1917, said most forcibly :

"I have become very skeptical as to the wisdom which would cast the literature of Greece and Rome upon the dust heaps, when I have contemplated the performances of the most diversely and most thoroughly educated people in the world, from whom we have so largely borrowed in the way of education; when I have seen that people develop to the highest point the science of destroying human lives, as perhaps was to have been expected; when I have seen them produce an organized barbarism far surpassing in its savage efficiency any that has ever afflicted the world; when I have witnessed the deeds wrought by the products of the most modern and improved methods of education which surpass in wanton destruction, in equally wanton cruelty, in sheer naked horror, anything which history can show; when I have beheld all this I have seriously doubted whether the most modern education has been quite such a complete success as its advocates assert. In the centuries of classical education which followed the Renaissance and the revival of learning there were wars in abundance—generally need-

less, sometimes desolating, often cruel, always destructive and sad. But in all that long period there was never anything so wholly hideous as that which we have seen in this present war. 'Ruin has taught me thus to ruminate' and I think that it is easy to show that to detect a connection between the methods of education and the events of the present world-wide war is not wholly fanciful."

Senator Lodge does not indulge a fanciful theory. State education, by the State and for the State, tends to exclude from its program both religious instruction and classic learning. The State is an institution of time, and it can not deal with the things eternal. It runs eagerly to the promotion of things seen and temporal, and shuts out of view the things unseen and eternal; it magnifies the education which produces material goods and minimizes that which aims most directly at the supreme good. "Vocational education," "industrial education," and "practical education," are the types of education for which the State is most concerned; and these phrases appeal strongly to the people of this materialistic and commercial age. But in the end they lead to a lower and more animalistic civilization than is best even for the State; for neither individuals nor States can live by "bread alone."

German kultur is the perfect fruit of education by the State and for the State. In the days of Sparta the State relied on physical culture and every youth was educated physically and for the State; the result was a commonwealth of athletes. Now, in Germany scientific skill is produced to serve the State, and the result is scientific power wholly divested of conscience in the exertion of it. The peril to Christian civilization which is involved in such education is manifest.

But the plan proposed by Dr. Powell, Secretary Monod and their associates, will not save America from German kultur, if it goes no further than arresting the habit of sending American young men to German universities and breaking up the system of exchange professorships between German and American institutions of learning. The policy of conforming our colleges and universities to the German type must also be abandoned. Otherwise we shall produce an American kultur just as vicious as its German prototype.

Higher education in the United States must return to the humanities, and above all it must be penetrated through and through with religion. Secularism in education can not

save our civilization. Scientific skill and industrial productiveness can bring us power, but it will be dangerous and destructive power.

This is not the highest and noblest power which operates in the sphere of the material. Spiritual power is the supreme glory of human nature, and true education concerns itself with generating such power. Wherefore John Milton spoke most truly when he said: "The end of learning is to repair the ruins of our first parents by regaining the knowledge of God and out of that knowledge to love Him, to imitate Him, and to be like Him."

## VII.

### GET READY TO REBUILD THE WORLD.

Our country was utterly unprepared for war when it was forced to enter the conflict in Europe. Many wise men had vainly warned us of the peril incurred by lack of proper preparation, but their counsel was not heeded. Thereby the nation committed a most costly blunder.

Now we are in danger of committing another expensive blunder, and of being unprepared for peace. A tremendous task awaits at the end of the war, and we are neither prepared nor preparing for it.

In an important sense the world must be rebuilt after the war, and the task of this great rebuilding will fall most heavily upon the United States. To meet the heavy demands which the situation will impose on our country will require a vast number of highly educated men, and if we continue the course pursued by us thus far we shall not have them.

In a recent issue of that ably conducted paper, the Boston Transcript, appeared an article from which the following alarming paragraphs are taken:

"Plain as it was from the beginning of the war that the colleges of the land were in for a hard year, it is only now apparent just how severe a check has been administered to American higher education. In its essentials the story is the same, whether it comes from the East, West, North, or South. It is a tale of greatly decreased enrollment, financial problems of major importance, and the greatest uncertainty concerning the future. If the situation hasn't all the elements of a crisis then 'crisis' needs a new definition.

"In something like sixty representative American colleges and universities there were last year 123,327 students. This year there are 102,353. In the fall of 1916, 31,400 new students entered these same colleges; this year the number is 28,041. The inference is plain. Not only has the war drawn to the colors the men already in college, many of them presumably near the draft age, but it has directly or indirectly prevented thousands of high school graduates from continuing their education as they would normally do. Therein lies the real peril. The colleges might very well weather a storm which annually took their upper classmen from them if they were assured that there would be no diminution in the flow of new students to their halls. But even that as-

surance is not vouchsafed them. The war has left its mark all along the line, and American colleges are to-day undergoing the same experience which English colleges have undergone. No institution here is yet forced to report, as institutions abroad have done, that eighty-five or ninety per cent of all its under-graduates are at the front; but if the conflict lasts long enough there's no telling what conditions will develop.

"To find so considerable a decrease in the number of freshmen comes as a genuine surprise. It was apparent, of course, from the first, that a lot of boys eighteen or nineteen years old would not be able to stand the strain, but it was felt that the appeals of the nation's leaders 'to stay in school' would put a check on the current restlessness. But not so. The youngster has either gone to war like his older brother or he has succumbed to the lure of high wages in the industries and of temporary prosperity. In either case, he has made a grave mistake. If he felt the call to arms the thing for him to have done was to go to college and get military training until the nation was ready for him. And if he had any intellectual ability whatever he should never have yielded to the temptation to forego an education for the sake of earning a little money. The need of trained men will become acute just as soon as peace is declared, and the longer that peace is delayed the more acute will that need become. The proper course for the boy under twenty is to go to college, to get as much education as it is possible to extract from a willing faculty and to undergo such training, military and physical, as will enable him to do himself full justice and give the country a maximum of service when the call to the ranks finally comes."

In the beginning of the war, England made the mistake which we are making and now it is too late for her to repair the injury wrought by her blunder. The English people were warned, as our people have been warned, but the warning was not heeded.

If now we also are heedless of the danger, where can men be found for the mighty tasks of peace which will fall upon mankind after the war? Europe can not supply them, and certainly Asia and Africa can not. America ought to furnish the educated men who will be required for the trying times of the rebuilding era. If she does not, and civilization languishes for the lack of such men, what will victory in the war profit us, or bless mankind for whom we are fighting?

Mr. Baker, the Secretary of War, sees clearly the situation which is likely to arise, and says:

"When the war is over, there will be made upon us such demands for men and women of knowledge and training as have never before come to any country. The colleges of Europe are now almost empty. The older students, graduates, and professors are fighting in the trenches, or they are already dead, as are many scientific and literary men whose work is necessary for the enlargement of cultured life. For many years after the war some of these countries will be unable to support colleges. America must come to the rescue."

"America must come to the rescue!" Certainly, just as America had to come to the rescue in the war.

Will parents and guardians face this fact and proceed at once to prepare their sons and wards for the vast responsibilities and opportunities just ahead?

Will business men cease drawing boys away from school by offering tempting salaries in order to fill vacancies, which have arisen by older young men going to the war? Will they not have sense enough to see the unwise of alluring boys away from their education and causing them to lose the springtime of life, which once gone can never return? Will they not have patriotism enough to refuse to sacrifice the boys of the country on the altar of commerce?

No business man should give a position to a youth who can go to college and get ready for the heavy tasks which will soon fall upon our people and which can be met by educated men only. There are others who can do the work of commerce without engaging those who ought to be in school. When the youth of Athens were sacrificed a great Athenian statesman said that the commonwealth suffered a loss like that the summer would suffer with the blighting of the spring. Will business men lend themselves to the bringing such a blight upon the land we love?

To incur such a loss is not wise from the standpoint of commerce even. The gains of our country will be less if the youth of the land are uneducated. Education raises immensely the productive powers of a man, and in the era of rebuilding which will follow the war the educated young men of America will have such comparatively small competition from other lands that their earning capacity will be greatly increased. But if they are uneducated they can not use the opportunities thus offered.

The young man who can enter college should insist on going to school at all cost. No investment for the future can possibly pay better dividends than a thorough collegiate training. No salary, however tempting, can offer financial advantages (to speak of nothing higher) equal to such as a good education can offer. Let no young man sacrifice a great future for a small salary in the present. To do so would be a sad lack of foresight.

We ought to learn something from the Germans. They can teach us little, if anything, concerning morality and religion, but they have shown us the power of education. In the educational institutions of Germany perfect preparation was made for the war, and for nearly four years the German armies have fought the world with consummate scientific skill. Science and savagery have been combined to the terror of mankind.

A recent article by one of the wisest of men puts this view of the case well. He says:

"Germany has demonstrated in three years and more of war the value of education. The enormous victories in the field—west, east, and south—were won in the schools, technical and military, and in the universities, for the generals who led armies to victory were all specifically educated in the arts of war and in those arts of peace which are contributory to war's conduct or maintenance. The nations allied against her have been compelled to take a leaf from her book and turn in haste to educate young officers. England has, indeed, a small professional army, led by officers, many of whom had seen service, but few of whom could vie in technical education with their German opponents. To retrieve this lack of definite training, England for more than two years has been bringing from the field men already tested in the fighting and has quartered them in the secluded quiet of Oxford colleges for education in the art of war and not merely in its practice."

"This solemn lesson of war needs much to be taken to heart in the preparation for peace. When the drum beats cease and the flags are furled men will face the problems of a reconstruction such as earth has never known before, either for number or for magnitude. To meet them trained minds will be imperatively needed and these must be trained in schools."

Will our people consider these things which belong to their peace, or will they, by failing to educate enough men to

meet the crisis which will come with the close of the war, fall short of their duty to mankind in the hour of the world's sorest need? Will they prepare to meet the immeasurable opportunities for doing good and getting good in the new era which must soon begin?

Duty and interest conspire to call us to prepare for peace. Let us get ready to do our part in rebuilding the world.



